**3rd Grade Language Lesson Plans for Mrs. Dean**  **Unit 1 Review/Test Writing Workshop**

**Monday- COS** 3.9, 3.10 **Obj.** SW Compose descriptive text using sensory details and vivid language

**Method-** 1)Review DOL using the document camera/Active Board 2)Review Unit 1 Grammar/Phonics Skills 3)Discussion about seasons; focus Fall 4)SW create a web graphic organizer & brainstorm ideas about Fall; include senses for sensory details; vivid language 5)SW use web ideas to write a rough draft

**Evaluation-** Teacher Observation/Participation

**Statement of Student Engagement-** Students will follow the writing process by creating a web & writing a rough draft to describe the season Fall; students will include sensory details & vivid language throughout the writing.

**Materials-** DOL, CPA notebook

**Tuesday- COS**- 3.9, 3.10; **Obj.** See Monday

**Method-** 1)Review DOL using the document camera/Active Board 2)Review Unit 1 Grammar/Phonics Skills 3)SW conference with teacher one on one/in small group to revise/edit yesterday’s rough draft; TW check for complete sentences, punctuation, use of sensory details, vivid language 4)SW begin publishing descriptive Fall text

**Evaluation-** Teacher Observation/Participation

**State of Student Engagement-** Students will follow the writing process by revising, editing, & publishing a Fall descriptive text that includes complete sentences, use of sensory details/vivid language, & correct punctuations.

**Materials-** DOL, Loose leaf paper, Colors, Fall Writing Templates for Publishing Stage

**Wednesday-** **COS** 3.4, 3.9, 3.10, 3.13 **Obj.** SW follow simple directions to create a Pumpkin Glyph; SW write a complete paragraph using transitional words to explain his/her Pumpkin Glyph

**Method-** 1)Review DOL using the document camera/Active Board 2)Review Unit 1 Grammar/Phonics Skills 3)SW follow directions to complete a Pumpkin Glyph 4)SW take notes about what each component of the pumpkin represents

**Evaluation-** Teacher Observation/Participation

**Statement of Student Engagement-** Students will follow simple oral/written directions to create a Pumpkin Glyph.

**Materials-** DOL, Pumpkin Glyph, CPA Notebooks, Scissors, Colors, Glue, Round White Paper Plates

**Thursday-** **COS** 3.4, 3.9, 3.10, 3.13 **Obj.** See Wednesday

**Method-** 1)Review DOL using document camera/Active Board 2)SW use notes from yesterday to write a complete paragraph that uses complete sentences, correct punctuation, & transitional time ordered words to explain his/her Pumpkin Glyph; SW write this rough draft in CPA Notebook 3)TW meet with students one on one/small groups to revise/edit 4)SW publish Expository Pumpkin Glyphs on index cards

**Evaluation-** Teacher Observation/Participation/Paragraph- Sentence Components; Transitional Time Ordered Words

**Statement of Student Engagement-** Students will write an expository text that includes a complete paragraph to explain his/her Pumpkin Glyph.

**Materials-** DOL, CPA Notebook, Pumpkin Glyph, Index Cards

**Friday-** **COS** 3.1, 3.9, 3.10, 3.13, 3.14 **Obj.** SW- Demonstrate eye contact, articulation, & appropriate voice intonation with oral presentations

**Method-** 1)SW share Descriptive Fall Paragraphs/Expository Pumpkin Glyphs 2)TW model say, write, & discuss next week’s spelling words (Review Unit 6) on the board orally; SW write spelling words neatly onto the Family Times Reading Workbook Page for next week’s story 2)SW read/discuss Newsletter/Teacher Webpage, Spelling List, Word of the Week, & Homework Packet

**Evaluation-** Teacher Observation/Participation/Presentation

**Statement of Student Engagement-** Students will present written expository/descriptive paragraphs that relate to Fall & October activities as well as preview next week’s Grammar & Spelling components by way of webpage & newsletter.

**Materials-** Spelling List, Newsletter, Family Times Workbook Page, Homework Packet